

DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAMS

Corsica School District Continuous Improvement Monitoring Process Report 2006-2007

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Dates of On Site Visit: January 11, 2007

Date of Report: January 22, 2007

This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.

Meets Requirements The district/agency consistently meets this requirement.

Needs Assistance The district/agency consistently does not meet this requirement and is out of compliance.

Needs Intervention The district/agency consistently does not meet this requirement and is out of compliance.

Not applicable In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- State Data tables E
- Comprehensive plan
- Screening

Meets requirements

The steering committee concluded the Corsica School District has an established and effectively implemented an ongoing child find system to locate, identify and evaluate children with disabilities, ages birth to 21 years old. The district has a referral system to ensure students are identified without unnecessary delay. Children who are attending a private school in another district, but live in our district are invited to participate in services in our school services. The school district ensures special education and related services are provided in accordance with requirements of IDEA.

The district uses data-based decision-making procedures to review and analyze school district level data to determine if progress is being made toward the state's performance goals and indicators. The district reviews/analyzes discipline data and revises policies/procedures if significant discrepancies are occurring between the long-term suspension and expulsion rates for children with and without disabilities.

The Corsica School District ensures that they employ personnel who are appropriately supervised and fully licensed or certified to work with children with disabilities. The district implements procedures to determine personnel development needs and takes appropriate action to meet those identified needs.

Needs improvement

The steering committee concluded the district needs to implement a better system of collecting and keeping data from screenings, referrals, evaluations and placements.

Validation Results**Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under general supervision as concluded by the steering committee. The means by which the district collects data is not a compliance issue and therefore is considered to meet requirements.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- State data tables C
- State data tables I

- Surveys,
- File reviews

Meets requirements

The steering committee concluded the school district provides a free appropriate public education to all eligible children with disabilities. The district ensures that if eligible children with disabilities are suspended or expelled from school for more than 10 cumulative school days they will be provided FAPE.

Validation Results

Meets requirement

The monitoring team agrees with all areas identified as meeting requirements under the area of free appropriate public education as concluded by the steering committee.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- State data tables
- District data

Meets requirements

The steering committee concluded reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continued eligibility. The district ensures the proper identification of students with disabilities through the evaluation process.

Needs improvement

The steering committee concluded the district has started using the new state version of the prior notice form. Parents need to be asked for their input into the evaluation process prior to sending out prior notice.

The district needs to consistently report the dates that various tests are given.

Validation Results

Meets requirements

The monitoring team agrees with the areas identified as meeting requirements under appropriate evaluation as concluded by the steering committee. The team found the prior notice/consent used by the district to be appropriate and evaluation

dates were listed in the evaluation reports therefore these areas are considered to meet requirements.

Needs assistance

ARSD 24:05:25:04.02. Determination of needed evaluation data.

(2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:

(a) Whether the student has a particular category of disability as described in this article;

(b) The present levels of performance and educational needs of the student; and

(c) Whether the student needs special education and related services.

Through a review of student records, parent input into the evaluation process was not consistently documented.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- State data tables
- District data and forms

Meets requirements

The steering committee concluded parents are informed of their rights under IDEA in their native language or another mode of communication (if necessary) of all information relevant to the activity for which consent is sought. The district ensures the rights of a child are protected if no parent can be identified. Parents of a child in need of special education or special education and related services are provided with the opportunity to inspect and review all educational records concerning the identification, evaluation, educational placement and the provision of a free appropriate public education. The district has policies and procedures in place for responding to complaint and due process actions that ensure compliance.

Needs improvement

The steering committee concluded the district needs to send prior notice to notify parents of graduating students that a change in placement is about to occur.

Validation Results

Meets requirements

The monitoring team agrees with all area identified as meeting requirements under procedural safeguards as concluded by the steering committee. Through a review of student records, prior notice was provided to parent regarding the change in placement due to graduation and therefore is considered to meet requirements.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- State data tables
- District data and forms
- District IEPs

Meets requirements

The steering committee concluded that written notice is provided for all IEP meetings and includes all required content. The IEP team is comprised of appropriate team membership and meets all identified responsibilities. The IEP contains all required content and transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.

Validation Results

Meets requirements

The monitoring team agrees with the areas identified as meeting requirements under individual education program as concluded by the steering committee with the exception of the issues listed below.

Needs assistance

ARSD 24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include:

- (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- (b) Meeting each of the student's other educational needs that result from the student's disability;

Through file review and interview, the monitoring team concluded the district's procedures from evaluation through the development of the IEP did not consistently address all the identified needs to enable a student to progress in the general curriculum. This resulted in skill areas affected by the student's disability that were left unaddressed by the IEP team. For example, a student identified as a student with a specific learning disability was eligible in the areas of written expression, oral

expression, written language and reading comprehension. The multidisciplinary team written report evaluation summary only stated the eligible area to be reading. Goals developed in the IEP addressed listening and reading comprehension only.

ARSD 24:05:27:01.03 Content of individualized education program (IEP) Present level of academic achievement and functional performance and annual goals

A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance (PLAAFPs) are based upon the functional assessment information gathered during the comprehensive evaluation process.

Through a review of student records, the monitoring team found student files lacked the required content in the PLAAFPs (i.e. specific skill area(s) affected by the student's disability including transition, strengths and needs). File reviews indicated functional assessments are not completed to acquire the sufficient skill-based information needed to develop present levels of academic achievement and functional performance in the areas of disability.

ARSD 24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include:

(9) For each student beginning at age 16 or younger, if determined appropriate by the placement committee, a statement of the needed transition services, as defined in § 24:05:27:13.02, including, as applicable, interagency responsibilities or any needed linkages.

CFR 300.34 Transition Services

(a) Transition services mean a coordinated set of activities for a child with disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation.

Through interview and a review of student records, IEPs did not consistently include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the students to meet their post secondary goals.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- State data tables E, F, G and J
- District data and forms

Meets requirements

The steering committee concluded all children receive services in the least restrictive environment with the supports they need for their successful participation.

Validation Results**Meet requirements**

The monitoring team agrees with all areas identified as meeting requirements under general supervision as concluded by the steering committee.